English Grammar

A Practical Guide to Better English

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I dedicate this report to all my teachers
and to everyone who is close to my heart.
I want to thank all the experts in this
field for their contribution.

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About this Book

English is one of the most widely used languages, with more than 1.5 billion speakers. Around 60 countries use English in everyday life, and most of them use it as their main language.

It helps people connect across countries, do better in education, improve career opportunities, travel confidently, and understand the world more deeply.

Learning English opens the way to new possibilities, connecting people across continents in meaningful ways.

This book is designed to make learning English grammar simple, practical, and enjoyable. Each lesson explains important grammar concepts in a clear and easy-to-understand way, with helpful examples that can be used in everyday conversations and writing.

May this book inspire you to enjoy learning English and give you the confidence to use it every day. Happy learning!

Parts of Speech

The parts of speech categorize words based on their function in a sentence.

The eight primary parts of speech function as follows:

Noun: name people, places and things (e.g., teacher, city, book, courage).
Pronoun: replace nouns naturally (e.g., he, she, it, they, we).
Verb: express actions and states (e.g., run, is, create, seem).
Adjective: describe nouns clearly (e.g., happy, tall, blue, several).
Adverb: describe verbs naturally (e.g., quickly, very, always, there).
Preposition: show relationships in sentences (e.g., in, on, under, with, before).
Conjunction: connect ideas smoothly (e.g., and, but, or, because).
Interjection: express emotion (e.g., wow, ouch, oh, hey).

Noun

A word that names a person, place, thing, or idea.

Types of Nouns

Common Noun
Refers to a person, place, animal, or thing but is not the name of a particular person, place, or thing.

Names of people: teacher, doctor, man, woman, uncle **Names of animals:** eagle, cat, peacock, sparrow, dolphin **Names of places:** forest, lake, market, zoo, desert, temple **Names of things:** car, telephone, cup, mirror, curtain, basket

Collective Noun
A noun that names a group of people, animals or things.

Example: family, team, class, band, committee

Proper Noun
It is the name of a particular person, place, or thing. It usually begins with a capital letter.

Names of people: Max, Amber, Maya, Peter Pan
Names of countries: England, Canada, Brazil, China
Names of days, months: Friday, Monday, March, July
Names of mountains, seas, rivers: the Indian Ocean, the Amazon river
Names of festivals: Diwali, Christmas, Father's Day, Valentine's Day, etc.

Abstract Noun
A noun that names something we cannot be perceived with the five senses. It refers to an idea, feeling, quality, state, or concept.

Emotions and Feelings: Love, anger, joy, sadness, sympathy
Qualities and Characteristics: Bravery, patience, wisdom, loyalty, compassion, brilliance
Concepts and Ideas: Freedom, truth, democracy, information, motivation
States of Being or Conditions: Peace, chaos, poverty, luxury, childhood, adulthood, existence
Time and Measurements: Tuesday, future, century, midnight, past, hour

Forming Nominalizations

A nominalization is a noun formed from a verb or adjective. It turns an action or quality into a “thing.” For example, “The teacher explained the situation” becomes “An explanation was provided.”

Nominalizations often use suffixes and focus on an event or idea.

Common Verb-to-Noun Suffixes

-tion / -sion: Represents an action, process, or result. Example: decide → decision.

-ment: Represents an action or the result of an action. Example: develop → development.

-er / -or: Represents a person who performs an action. Example: teach → teacher.

-ance / -ence: Represents an action or state. Example: attend → attendance.

Common Adjective-to-Noun Suffixes

-ness: Indicates a state, condition, or quality. Example: happy → happiness.

-ity / -ty: Represents a state or quality. Example: active → activity.

-dom: Represents a state or condition of being. Example: free → freedom.

Plural Forms of Nouns

Regular Plurals

Regular plural nouns are formed by adding **-s** or **-es** to the end of a singular noun.

Examples:

- cat → cats
- bus → buses
- book → books

Irregular Plurals

Irregular plural nouns do not follow the usual spelling rules. Their plural forms change in different ways and must be learned.

Examples:

- child → children
- mouse → mice
- foot → feet

Functions of a Noun

Nouns play various roles in sentences:

1. Subject (who?)

- The doer of the action
- Example: **Mia** runs every morning.

2. Object (what?)

- Receives the action of the verb
- Example: She reads a **book**.

3. Object of a Preposition (what?)

- Appears after a preposition to complete its meaning.
- Example: She sat on the **chair**.

4. Predicate Noun (what?)

- Renames the subject and follows a linking verb
- Example: Sarah is a **doctor**.

5. Appositive (who?)

- A noun that renames or explains another noun.
- Example: My sister, **a teacher**, loves to dance.

Articles

A word that comes before a noun. It indicates whether a noun is specific or general.

- **a/an** = indefinite (one general thing)
- **the** = definite (one specific thing)

Example:

- I saw **a** cat in the garden. *(any cat)*
- **The** cat climbed up the tree. *(the same cat)*

Note on A vs. An

- **"A"** is used before words that begin with a consonant sound (e.g., b, c, d).
- **"An"** is used before words that begin with a vowel sound(a, e, i, o, u).

Plurals and Quantifiers

Plural nouns don't take the indefinite article (a/an). We use no article for more than one thing or an indefinite pronoun (like many, few, some) to indicate quantity.

- I saw cats in the garden. (plural, no article)
- I saw many cats in the garden. (many indicates a large plural quantity)

Verb

A word that describes an action or a state.

How to Spot a Verb

Questions to determine a verb in a sentence:

1. Can someone DO it? → run, write, cook
2. Can someone BE it? → is, seem, become
3. Can someone HAVE it? → have, own, possess
4. Does it show a change over time? → grow, learn, age

Types of Verbs

- Action and State Verbs
  What we do vs. what we feel or are
- Direct & Indirect Object Verbs
  Transitive & intransitive verbs
- Helping Verbs & Special Verb Types
  To be, to do, to have, linking & modal verbs
- Verb Form Patterns
  Regular, irregular & phrasal verbs
- Specific & Non-Specific Verbs
  General vs. precise meaning

Action and State Verbs

Action Verbs

Describe physical or mental actions.
Examples: She **reads** a book. They **plan** a family trip.

State Verbs

Describes a condition, feeling, thought, or state of being.
Examples: She **is** happy today. I **love** weekends.

Object and Subject Verbs

Transitive Verb (Object Verb)

Require a direct object to complete their meaning. The verb answers what? or whom?
Examples: He **bought** something. He **opened** the window.

Intransitive Verb (Subject Verb)

Do not require a direct object. They can stand alone or be followed by an adverb or a prepositional phrase.
Examples: We **arrive.** We **arrive** on time.
The birds **sing.** The birds **sing** in the morning.

Helping Verbs & Special Verb Types

They help the verb to express tense, mood and voice.
They can become main verbs when they stand alone.

To Be

	Present Tense	Past Tense	Past Participle	Gerund (-ing)
I	am	was	been	being
you/we/they	are	were	been	being
he/she/it	is	was	been	being

As a Helping Verb: She **is** singing a cheerful song.
As the Main Verb: She **is** project manager.

Short Form: I'm = I am; You're = you are; He's/She's/It's = he/she/it is; We're = we are; They're = they are

Questions

Use 'to be' when asking:

- What someone is doing right now (using -ing verbs).
- About someone's feelings, identity, or location.

Examples:
Are you listening to music right now? (present)
Am I happy now? (feelings)
Are they musicians? (identity)
Is he at home right now? (location)

To Do

	Present Tense	Past Tense	Past Participle	Gerund (-ing)
I/you/we/they	do	did	done	doing
he/she/it	does	did	done	doing

Helping Verb: I **do** my homework quickly.
Main Verb: You **do** amazing things. (an independent action)

Questions

Use 'to do' when asking:

- Daily habits, hobbies, and routines.
- General facts or preferences (likes/dislikes).
- Actions that already happened in the past (using Did).

Examples:
Do you drink coffee in the morning? (habits)
Do you like spicy food? (likes)
Did you cook dinner last night? (past)

To Have

	Present Tense	Past Tense	Past Participle	Gerund (-ing)
I/you/we/they	have	had	had	having
he/she/it	has	had	had	having

Helping Verb: They **have** decided to visit the new park.
Main Verb: They **have** a beautiful garden. (Shows possession)

Short Form: I've = I have; You've = you have;
He's/She's/It's = he/she/it has; We've = we have;
They've = they have

Questions
Use 'to have' when asking:

- Life experiences (Have you ever...?).
- Things that have recently been accomplished or completed.

Examples:
Have you ever seen the ocean? (experience)
Have you eaten lunch yet? (personal task)
Have you finished your project? (accomplishments)

Linking Verbs

Connect the subject to a word that tells more about it. Linking Verbs: **am, is, are, was, were, seem, look, feel, become,** and **sound**.

Examples: She **is** a teacher. The sky **looks** grey. We **are** ready. The soup smells delicious.

Modal Verbs

Express conditions such as ability, permission, possibility, or obligation. They combine directly with a bare infinitive (the base form of a main verb without the word to).

Modal Verbs: Can/Could (ability), Could, May (permission), Will, Would (possibility), Should, Must (necessity)

Example: She **can** explain the process very well.

Verb Form Patterns

Regular Verbs

- Form their past tense and past participle by simply adding **-ed** or **-d** to the base form of the verb.
- **Examples**: walk - walked, play - played.

Irregular Verbs

- Do not follow regular patterns for forming past tense and past participle.
- **Example**: do - did - done, sing - sang - sung.

Phrasal Verbs

- Combine a verb with a preposition or adverb to create a new meaning.
- Phrasal Verbs: look after, turn on, get up.
- **Examples**: She **looks after** her younger brother.

Specific & Non-specific Verbs

Verbs can be grouped by how much detail they provide.

Non-specific Verbs	**Specific Verbs**
General meaning	Precise, exact meaning
Cover many different possible actions.	Describe a specific action
Less precise	More detailed information
(e.g., do, act, say).	(e.g., write, run, whisper)

Examples:

Non-specific: She is **doing** something.
Specific: She is **writing** something.

Non-specific: He is **doing** something.
Specific: He is running.

Non-specific: She is **saying** something.
Specific: She is **whispering** something.

Common Everyday Tenses

To talk about the past, present, and future.

1. The Past (Simple Past)
Used for actions that are already finished.

- **Regular**: Add -ed (e.g., I jumped for joy).
- **Irregular**: Change the spelling (e.g., I played piano).

2. The Experience (Present Perfect)
Used for past actions and experiences that happened at an unspecified time.

- Rule: Use **have/has + the Past Participle** (3rd form: do - did - done).
- Form: have (I, You, We, They), has (He, She, It)
- Present Perfect: I **have done** my homework.
- Simple Past: I did my homework on Tuesday.

2. The Past with "Did" (Emphasis & Questions)
Used for questions, negatives, or emphasis about finished actions.

- Rule: Use **did + base form** of the verb.
- Examples: ***Did*** *you* ***walk*** *to school? She* ***did accomplish*** *her goal.* I **did not** (didn't) **fail** the test.

2. The Now (Present Continuous)
Used for actions happening right now.

- **Rule**: Use am/is/are + the Present Participle (-ing).
- Example: We are **learning** how to dance!

3. The Habit (Simple Present)
Used for things that happen regularly or are always true.

- **Rule**: Use the Base Form (add -s for he/she/it).
- Example: We **exercise** every single day.

Subject Pronouns	**Simple Present Verb Form**
I / You / We / They	Base Form (e.g., *write, play*)
He / She / It	Base + **s/es** (e.g., *writes, plays*)

4. The Future (will and going to)
Used for actions that haven't happened yet.

A) Will + base verb (simple future)

Use:

1. Decisions made **at the moment of speaking**
2. Promises/offers
3. Predictions (often more general/opinion)

Examples:
- The phone is ringing. I will answer it! (decision)
- I will text you as soon as I arrive. (promise)
- You will love this new video game. (prediction)
- They will travel to the moon. (prediction without evidence)

B) Be going to + base verb (going-to future)

Use:

1. Plans/intentions (often already **decided before speaking**)
2. Predictions **based on** present **evidence** (you see signs now)

Rule: am/is/are + going to + base form

Example:
- They are going to travel to the moon next year. (plan)
- Look at those dark clouds—it's going to rain. (evidence prediction)

Active and Passive Voice

'Active' and 'passive' are forms which indicate whether an action is performed by the subject (active) or something happens to the subject (passive).

Active sentences: The subject performs the action itself. (Question: Who or what does something?)

Passive sentences: The original object becomes the subject and is the recipient of the action. (Question: What happens to it?)

Active Voice	**Passive Voice**
Subject does the action.	Subject receives the action.
Structure: Subject + Verb + Object	Structure: Object + Be Verb + PP* + by + Subject

* PP - past participle verb

Example
Active: He opens the window. She visits him. He rides his bike. She paints a picture.

Passive: The window is opened by him. He is visited by her. The bike is ridden by him. The picture is painted by her.

Dynamic Passive vs. Static Passive

There are two main forms of the passive voice:

1. Dynamic Passive - describes an action or event that takes place at a specific moment. Something is actively happening to the subject

Structure: Object + was/were + being + verb (p.p.)

Example: The window was being opened (by them).

2. Stative Passive — It describes a condition, state, or result that exists.

Structure: Object - is + verb (past participle)

Example: The phone is charged. (The action is past; the phone is now charged.)

Dynamic Passive	**Stative Passive**
The car is being repaired.	The car is repaired.
The rooms are being cleaned.	The rooms are cleaned.
The laundry is being washed.	The laundry is washed.
The coffee is being made.	The coffee is made.

Adjectives

A word that describes a noun or pronoun.

Key Features of Adjectives

- Position

Before a noun (red car) or after linking verbs (is red).

- Comparison

can be compared: fast → faster → fastest

The form depends on the length of the adjective:

Short adjectives: add -**er** (e.g., tall → taller → He is taller than me.)

Long adjectives: use **more** + adjective + **than** (e.g., exciting → more exciting → This video game is more exciting than the last one.)

Irregular adjectives: completely different (e.g., good → better → Your idea is better than mine.)

- Superlatives (highest level)

Show the highest or lowest (e.g., tallest/smallest, best, most exciting, etc.).

- Antonyms

Adjectives can express opposites. There are two ways to do this:

- **By using a new word:** happy / sad, big / small, hot / cold, slow / fast, dark / light, heavy / light
- **By using negation** (the prefix “un-”): important / unimportant, happy / unhappy, kind / unkind, real / unreal, seen / unseen, easy / uneasy

- Synonyms

Can have similar meanings: happy/satisfied, thoughtful/contemplative, tired/exhausted, dedicated/motivated, big/large

- Suffixes

Adjectives can be formed with suffixes: -ful, -less, -able, -ous (e.g., joyful, priceless, enjoyable, precious)

Combining Adjectives

General order for multiple adjectives:

Order	Type	Example Adjectives
1	Number (Pronouns)	three, many, some
2	Quality/Opinion	beautiful, colorful, good
3	Size	big, small, large
4	Shape	round, square, triangular
5	Age	old, new, young
6	Color	red, blue, green
7	Origin/Nationality	French, American, Chinese
	Noun (Object)	e.g., Sleeping bag

A **beautiful** (2. Quality) **old** (5. Age) painting

Some (1. Quantity) **delicious** (2. Quality) **red** (6. Color) apples

We need **some** (1. Quantity) **beautiful** (2. Quality) **large** (3. Size) **round** (4. Shape) **old** (5. Age) **red** (6. Color) **Chinese** (7. Origin) **sleeping** bags.

Adverb

A word that describes a verb, adjective, or adverb. They often give more information about a verb (e.g., how, when, where, why).

Function of Adverbs

Adverbs modify or tell us more about a verb, an adjective, or another adverb.

Modifies	**Example Sentence**	**Explanation**
1 A Verb	The man talked **slowly**.	Tells us how he talked.
2 An Adjective	She is **really** friendly.	Tells us how friendly.
3 Another Adverb	It works **very** well.	Tells us how well it works.

Types of Adverbs

Adverbs of Time (when? e.g., today, tomorrow, yesterday)

Adverbs of Place (where? e.g., here, there, up there)

Adverbs of Manner (how? e.g., quickly, gladly, very),

Adverbs of Cause (why? e.g., that's why, therefore, for that reason)

Adverbs of Time (When?)

Describe when something happens, how long it happens, or how long it lasts. They can also help organize events in the correct order.

Answer the following questions:

- When? (Time)
- In what order? (Sequence)
- How long? (Duration)
- How often? (Frequency)

Adverbs vs. Prepositions of Time

Prepositional: We're meeting at 10:00 a.m. on July 7.
Adverb Phrase: We're meeting today, in the morning.

Adverb: in the morning → tells us when (general).
Preposition: at...., on... → gives the exact time or date.

Note: Adverbs are **general**. Expressions of time are **specific**.

Key Features

- Most adverbs of time don't end in -ly. (e.g., today, soon, yesterday)

- They usually go at the very beginning or end of a sentence. (e.g., Tomorrow, I'll play. / I'll play tomorrow.)

- They can be combined to give a more exact time. (e.g., I'll do my homework later tonight.)

Commonly Used Time Adverbs

Time (when?): soon, now, immediately, later, in a moment, recently, today, yesterday, last week, tomorrow, in the morning, in the afternoon, in the evening, at night

Order (In what order?): before, previously, first, initially, at the beginning, after that, then, in the meantime, while, during that time, later, then, finally, at the end, lastly, in conclusion

Duration (how long?): briefly, temporarily, real quick, all day, for hours, for a long time, for days, for weeks, the whole time, permanently

Frequency (how often?): always, constantly, often, frequently, regularly, daily, weekly, sometimes, occasionally, rarely, hardly ever, never

2 The Adverb of Place

They show the location of something or in which direction something is going.

- Identify Adverbs of Place

Where? → Position (here, there)
Where to? → Direction (to the right/left)
Where from? → Origin (from the right/left)
How far? → Distance (distant, close)

- Adverbs vs. Place Expression

Prepositions of place give exact, detailed physical locations. Adverbs replace all those details with a quick, simple word!

Prepositional Phrase: "We are waiting **at** the bus stop **on** the corner of Main Street."

Adverb Phrase: "We are waiting **right there / outside.**"

- Key Features

- **Many are short, common words used every day.** *(e.g., here, there, everywhere, nearby)*

- Many are formed by **combining a preposition with a location noun**. (e.g., over + there, in + side, up + stairs)

- **Adverbs are single words** (e.g. inside/outside), not prepositional phrases (e.g. in the garden).

Identify Adverbs of Place

The fastest way to identify an adverb of place is by asking these specific questions!

Examples:

The ball is here. **Where** can I find it? It's right here/there. Inside. Outside. Somewhere. Nowhere.

The ball is flying to the right. **In which direction?** Forward. Backward. To the left. To the right..

The ball is coming from the right. **From which direction?** From Above. From Below. From the left. From the right.

Commonly Used Place Adverbs

Place (where?): here, there, where, everywhere, nowhere, somewhere, anywhere, upstairs, downstairs, inside, outside, behind, in front, left, right, at home, around

Direction (where to?): up, down, left, right, forward, backward, uphill, downhill, in, out, north, south, east, west

Direction (from where?): from here, from there, from above, below, from inside, outside, from the left/right

Distance (how far?): near, far, nearby, far away, close, distant

Adverbs of Manner

These tell us how something happens and describe the way an action is done.

Types of Adverbs

Manner: How does it happen? → quickly, carefully...

Degree: How much / to what extent? → very, hardly, almost

Probability: How sure are you? → maybe, definitely...

Opinion: How do you feel about it? → fortunately,...

Comparison: How does it compare? → just as, differently...

Key Features

- Most adverbs of manner are **formed by adding -ly** to an adjective.

- Adverbs of manner **can be placed in different positions** for emphasis or style. (e.g., She carefully opened the box. / She opened the box carefully.)

- Adverbs of manner can be combined together to describe an action more precisely. (e.g., They played quickly and carefully.)

Commonly Used Adverbs of Manner

- **Manner**

How does it happen? In what way? carefully, professionally, carelessly, (in)accurately, (in)cautiously, quickly, slowly, well, badly, quietly, loudly

- **Degree/Intensity**

To what extent? almost, absolutely, completely, deeply, enough, perfectly, a (little) bit, entirely, pretty, terribly, a lot, extremely, quite, too, almost, fairly, rather, totally, awfully, highly, remarkably, utterly, halfway, completely, lots, slightly, very, barely

- **Probability/Certainty**

How certain is it? (Assumption) maybe, possibly, perhaps, likely, probably—(conviction) in any case, actually, certainly, of course, definitely

- **Opinion**

How is the action perceived or evaluated? fortunately, unfortunately, strangely enough, understandably, surprisingly, interestingly, sadly, thankfully, honestly, frankly

- **Comparison/Similarity**

Compared to what or whom? equally, similarly, differently, likewise, the same, exactly the same, better, worse, in a sense, so to speak

Adverbs of Cause

Adverbs of cause explain the logical relationship of an action.

There are four main groups:

Reason (Why?) → therefore, for that reason, because of

Consequence (What's the consequence?) → consequently, therefore, so, as a result

Purpose (For what?) → for that purpose, for that reason,

Condition (In what situation?) → provided (that)

They belong to one of the following main groups:

Reason/Cause: therefore, that's why, for this reason → pure cause; in that regard, on that point → referring back;

Consequence/Effect: so, therefore, as a result, then,

Purpose/Intention: for this, for that purpose, for this reason

Condition: provided (that), assuming (that)

THAT'S WHY → reason/cause

Cause: Training is fun.
Reaction: That's why we do it.

SO/THEREFORE → result/effect

Cause: I am cleaning up.
Result: So I can find everything.

Cause: I practiced my game every day.
Result: I can therefore play it much more easily.

FOR THAT → purpose/intention

Goal: We want lots of visitors.
Purpose: For that, we make invitations.

ASSUMING THAT → condition

Condition: Assuming that I start today.
Result: I will finish on time.

Result: We can go on a trip this weekend. **Condition**: Assuming that everyone is available.

Pronoun

A word that replaces a noun in a sentence to avoid constant repetition.

Types of Pronouns

1 Personal Pronouns: Replace specific people or things.

- Subject Nouns: I, you, he, she, it, we, they
Instead of: The teacher gave the book to the student.
Better: **She** gave the book to the student.

- Object Nouns: me, him, her, us, them
Instead of: She gave the book to the student.
Better: She gave the book to **him**.

When pronouns change position, their form changes:

Subject Form		**Object Form**
I	→	Me
We	→	Us
He	→	Him
She	→	Her
They	→	Them

2 Possessive Pronouns: Indicate ownership.
Words: mine, yours, his, hers, ours, theirs.
Instead of: That is Peter`s ball. **Better:** That is **his** ball.

3 Reflexive Pronouns: Refer back to the subject.
- Formed by adding **-self** or **-selves**: myself, yourself, himself, herself, itself, ourselves, themselves.
- Example: I taught **myself** how to draw.

4 Demonstrative Pronouns: Point to specific people or things. Words: this, that, these, those.

Instead of: The shoes are nice. **Better:** These shoes are nice. **Instead of:** The book on the table is more exciting. **Better:** That one is more exciting.

5 Interrogative Pronouns: Used to ask questions.
Words: who, whom, whose, which, what.

- Direct questions: Refer to independent clauses with question words and question marks.
Examples: Who is coming today? What did you buy? Which car do you like?

- Indirect questions: Refer to subordinate clauses that often end in a full stop, followed by a question word.

Examples: I don't know **who's** coming today. He's asking me **what** you purchased. Do you know **which** car you want?

6 Relative Pronouns: It describes the noun with a subordinate clause.
Words: who, whom, whose, which, that.

Instead of: I found the keys. They were on the table.
Better: I found the keys **that** were on the table.

7 Indefinite Pronouns: Refer to a person or thing without being specific.
Words: someone, no one, everyone, people, some, everything, nothing.

Instead of: The people who signed up are on time.
Better: Everyone is on time.

Some vs. Any

Some (somebody, something) is used for positive sentences and polite offers.
Examples: I have some questions. Would you like something to drink?

Any (anybody, anything) is used for questions and negative sentences.
Examples: Do you have any questions? I don't have any questions.

Prepositions

A word that links a noun to another word in a sentence. They often show place, time, direction, movement, or connection.

Types of Prepositions

1 Prepositions of Place: Show where something is located. **Question**: Where?

Prepositions: in, on, at, under, above, beyond, below, behind, between, next to, at the back/front, within

Example: The book is **on** the table.

Note:
at = a specific point or place. (e.g., Someone is **at** school, **at** home, **at** the bus stop, **at** the door.)

on = on a surface. (e.g., Something is **on** the table, **on** the wall, **on** the floor, **on** the page.)

in = inside something or in big areas. (e.g., Something is **in** the box, **in** the room, **in** London, **in** the car.)

2 Prepositions of Time: Show when something happens. **Question**: When?

Prepositions: at, on, in, before, after, during, since, for

Before = Something happening before a certain time. Examples: He finished his project **before** dinner. She arrived **before** me. We need to leave **before** 8 o'clock.

After = Something happening after a certain time. Examples: We're meeting **after** school. He went home **after** the party. We watch television **after** dance class.

During = Something happens within a period of time. Examples: Please don't talk **during** the lesson. I fell asleep **during** the movie.

Since = Shows when something started and continues until now. Examples: I have lived here since 2020. I have been awake **since** 6:00 AM. I haven't practiced **since** last week. I've played the piano **since** I was seven.

For = Shows how long something lasts.
Examples: We stayed there **for** two weeks. He has been studying **for** 3 hours. She lived there for five years.

Note:
at → exact times: at 5 p.m. (afternoon), 5 a.m. (morning)
on → days and dates (on Monday, on July 7)
in → months, years, and longer periods (in summer, in 2026)

3 Prepositions of Movement: Show where someone or something moves. **Question**: Where to? Where from?

Prepositions: across, along, away, into/out of, through, to/towards, up/down

To = Movement Toward a Place
Examples: They went to the store, to the park, to the house, to the other side, etc.

Into = Movement from Outside to Inside
Examples: The cat jumped into the room, into the car, into the house. She poured water into the glass.

Onto = Movement onto a Surface

Examples: Something fell onto the floor. They stepped onto the stage. She jumped onto the table. It crawled onto the wall. She placed it onto the plate.

From = Movement Away from a Place
Example: She came from India. He took the book from the table. She moved from Paris to England.

4 Prepositions of Reason: Show why something happens. **Question**: Why? For what reason?

Prepositions: because of, due to, thanks to

Because of = Shows the cause of something
Examples: She smiled **because of** the good news. The game was cancelled **because of** the rain. He was late **because of** the traffic.

Due to = Shows the reason for something (more formal)
Examples: The match was postponed **due to** bad weather. The delay was **due to** a technical problem. The school closed **due to** heavy snow.

Thanks to = Shows a positive reason or cause
Examples: **Thanks to** your helpful advice, I passed my math test! We arrived on time **thanks to** the fast train. He got the job **thanks to** his experience.

5 Prepositions of Manner: Show how something is done. **Question**: How? In what way?

Prepositions: with, without, according to, by, like, as

With = Shows the tool or feeling used
Examples: She answered with a smile. He cut the paper with scissors. They worked with great care.

Without = Shows the absence of something
Examples: He finished his vegetables without any complaints. She did it without any help. Don't go out without a jacket.

By = Shows the method or way something is done
Examples: He learned English by watching videos. The letter was sent by post. She solved it by thinking carefully.

According to = Shows the source of information
Examples: According to the teacher, the test is tomorrow. According to the news, it will rain today.

Like = Shows similarity or manner
Examples: He swims like a professional. She sings like her mother. He acted like a child.

6 Prepositions of Relationship: Show connections between people, things, or ideas.

Question: What is the subject? What does it show?
Prepositions: about, with, of, for, between

About = Shows the topic or subject.
Examples: This book is **about** science. They were talking **about** the holiday. I read an **article** about space.

With = Shows connection with someone/something.
Examples: She has a good relationship **with** her teacher. They come **with** a friend.

Of = Shows belonging or connection.
Examples: This is the capital **of** France. He is a friend **of** mine. The colour **of** the car is red.

For = Shows purpose or who something is intended for.
Examples: This gift is **for** you. The book is **for** children. This medicine is **for** headaches.

Between = Shows a connection between things.
Examples: The conversation between them was fascinating. I put a dry flower **between** the pages.

Verb Preposition Collocations

Verb-preposition collocations are important in English. These word pairs, called collocations, belong together. Mastering these pairs will make English easier to use.

AT - Arrive at a place or event, Look at sth/sb, Smile at sth/sb, Guess at sth, Point at sth, Be surprised at sth, Be excellent at sth

ON - Insist on sth, Depend on sth, Spend time on sth, Congratulate sb on sth, Rely on sth

IN - Arrive in a town/city/country, Believe in sth, Invest in sth, Succeed in sth, Change in sth, Have lessons in sth

BY - By the time, By the side of, By surprise, By reason of, By definition, By chance, By hand, By heart

TO - Belong to sb, Listen to sb, Look forward to sth, Say sth to sb, Talk to sb, Write to sb, Happen to sb, React to sth, Turn to sb

FOR - Ask for sth, Apply for sth, Look for sth, Play for a team, Wait for sth/sb, Wish for sth, Prepare for sth, Search for sth

WITH - Agree with sb, Get familiar with smth, Compare sth with sth, Spend time with sb, Stay with sb

ABOUT - Dream about sth, Talk about sth, Think about

FROM - Graduate from sth, Hide from sth, Borrow from sb, Escape from sth, Recover from sth,

Conjunction

A word that joins words or phrases in a sentence.

Conjunctions can indicate:

- **A Connection**: Bringing similar ideas together (and, both/and).
- **A Contrast**: Showing differences, obstacles, or surprises (but, yet, although).
- **A Reason**: Explaining the "why" behind an action (because, for, since).
- **A Condition**: Showing that one thing depends on another (if, provided that).

Types of Conjunctions

There are three main types of conjunctions

- **Coordinating Conjunctions** - Connect two equal parts of a sentence.
- **Subordinating Conjunctions** - Link a dependent clause to an independent clause.
- **Correlative Conjunctions** - Always used in pairs to join ideas.

Coordinating Conjunction

Join words, phrases, or independent clauses of equal importance.

Common Coordinating Conjunctions (FANBOYS):
For, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o

For: Explains the reason why something happens (similar to "because"). Example: I put on my raincoat, **for** it was raining.

And: Adds similar thoughts or extra information together. Example: We have tea **and** coffee.

Nor: Connects two negative statements or choices. Example: I do not like broccoli, **nor** do I like peas.

But: Shows a difference, contrast, or an exception. Example: The task is simple **but** time-consuming!

Or: Offers a choice or alternative option.
Example: Red **or** blue? Coffee **or** tea?

Yet: Shows a surprise or an unexpected twist.
Example: I was very tired, **yet** I stayed awake to read.

So: Shows a result or a cause-and-effect.
Example: I forgot my umbrella, **so** I got very wet.

Note: When joining two independent clauses, always place a comma before the coordinating conjunction.

Subordinating Conjunction

They introduce dependent (subordinate) clauses, which cannot stand alone as complete sentences.

Common Subordinating Conjunctions:

- **Time**: after, before, when, while, until, since
- **Cause/Reason**: because, since, as
- **Condition**: if, unless, provided that
- **Contrast**: although, though, even though, whereas
- **Comparison**: as, than

Examples: She smiled **when** she saw the gift. **Although** it was late, they continued working.

I SAW A WABUB is an acronym to help remember conjunctions that connect dependent to independent clauses.

I SAW A WABUB

If - for conditions
Since - for causality
As - for simultaneous actions or reasons
When - for time
Although - for contrast
While - for simultaneous actions
After - for sequence
Before - for sequence
Until - for duration
Because - for reasons

- TIME: These words indicate when something happens. Words: after, before, when, while, until, since, as soon as, as long as

Example: Please call me **before** you leave.

- CAUSE/REASON: These explain why something happens. Words: because, since

Example: I'm staying home **because** it's raining. **Since** we have time, let's play a game.

- CONDITION: These state a prerequisite.
Words: if, in case, provided that

Example: **If** you have time, let's have a cup of coffee.

- CONTRAST: They express a difference or an unexpected situation. Words: although, even though, while

Example: We're going for a walk, **even though** it's raining. **While** she's studying vocabulary, he's listening to music.

- COMPARISON: They compare two situations.
Words: just as, as if, as though

Example: He runs **as if** he were flying. Everything went **just as** planned.

- PURPOSE: They state the goal or purpose of an action.
Words: so that, so that

Example: I'm studying **so that** I can pass the exam.

- PLACE: These indicate the location or direction where an action happens. Words: where, wherever

Example: I put my bike **where** I could see it easily. You can sit **wherever** you like in our new treehouse.

- MANNER: These show how an action is performed or the way something is done.Words: as, as if, how

Example: The artist painted **as** her imagination guided her. She smiled **as if** she knew something.

Correlative Conjunction

Pairs of conjunctions that work together to join words or phrases of equal importance.

Common Correlative Conjunctions: either...or, neither...nor, both...and, rather...than, not only...but also, whether...or, just as...so

Examples: Both the coach and the players celebrated. Either you do it now or later. Not only did she sing, but she also danced. She would **rather** listen to music **than** sit in silence.

Interjection

A word that expresses an emotion or feeling. They add feeling, tone, and personality to speech and writing.

Primary vs. Secondary

Primary Interjections: Words used only as interjections (e.g., wow, ouch, yikes, huh).

Secondary Interjections: Words from other parts of speech (like nouns or verbs) used as interjections (e.g., Attention! Look!, Fire!, Stop!)

Types of Interjection

1. Emotive Interjections

These express strong feelings like surprise, pain, disgust, or joy.

Joy/Excitement: Yay!, Hooray!, Woo-hoo!
Pain/Discomfort: Ouch!, Ow!, Yikes!
Disgust: Ew!, Yuck!, Gross!
Surprise/Amazement: Wow!, Whoa!, Ah!
Sympathy/Pity: Aww, Oh dear

2. Volitive Interjections

These are used to give instructions, make requests or get someone's attention.

Silence/Quiet: Shh!, Hush!, Quiet!
Attention: Hey!, Look!, Psst!
Stopping someone: Hold on!, Stop!, Whoa!

3. Cognitive Interjections

These express thought processes, realizations, hesitation, or understanding.

Understanding/Realization: Aha!, Oh!, I see!
Hesitation/Thinking: Um, Uh, Hmm
Doubt/Uncertainty: Hmm, Really?

4. Greetings and Partings

Used to initiate or conclude social interactions.

Greetings: Hello, Hi, Hey there
Farewells: Goodbye, Bye, See you later

Main Clauses

A main clause is an independent clause. It contains at least a subject (who or what?) and a predicate (the action).

Structure and Concept

Structure 1: Minimal Sentence (subject + predicate)

> Example: The sun shines.
>
> **Subject** (who or what is it about?): **The sun** (Noun)
> **Predicate** (what does it do?): It **shines** (Verb)
>
> They are often formed with **intransitive verbs**. (e.g. It **shines**. He **comes**. She **sleeps**. We **learn**.)

Structure 2: Extended Sentence (subject + predicate + object or complement)

> Example: The cameraman takes pictures.
>
> **Subject** (who or what?): The cameraman
> **Predicate** (what does he do?): He does something
> **Object** (What does he take?): pictures
>
> They are often formed with **transitive verbs**. (e.g. He **gives** a tip. She **received** a prize.)

Types of Main-Clauses

Main clauses can be classified into five types based on their function.

Sentence	Function	Example
Declarative	Provides information.	I'm reading a book.
Interrogative	Asks for information.	Are you reading a book?
Imperative	Gives a request, or instruction.	Please read it!
Optative	Expresses a wish, hope, or desire.	I hope you like it.
Exclamatory	Shows emotion or surprise.	It's such an exciting book!

Declarative Sentence

A sentence that gives information, states a fact, explains an idea, or shares an opinion

Key Features

- They make a statement.
- They usually end with a period/full stop.
- They have a subject and a predicate.

Basic Structure

Subject + Verb + Object / Complement / Extra Information

Subject - The person, place, thing, or idea the sentence is about.

Predicate - The action or a state of being.

Object - A noun, pronoun, or phrase that is the object of a verb.

Adverbial Phrase - Tells more about what, where, when, why, or how something happens.

Standard Order: Subject + Verb + Place + Time

Place Before Time: The place usually comes before the time.

Example:

- Subject: I'm
- Predicate: going
- Place: to the movies
- Time: today.

Changing the Order

Fronting - Fronting means moving a word or phrase to the beginning of a sentence for emphasis.

- **Normal order:** I am going to the cinema today.
- **Time phrase:** Today, I am going to the cinema.
- **Place phrase:** To the cinema, I am going today.

This is grammatically possible, but it sounds poetic, dramatic, or unusual in everyday English.

Inversion - Inversion means changing the order of the subject and verb.

Normal order: I am going to the cinema today.

Inversion (Question): **Am I** going to the movies today?

Adverbial Phrase

Example: I am going with a friend to the movies today.

Parts of the Sentence

- Subject: I
- Predicate / Verb phrase: am going
- Companion / With whom?: with a friend
- Place / Where to?: to the movies
- Time / When?: today

→ no object, only adverbial phrases (time, place, companion)

Adverbs at the end of a sentence follow the standard order **MPT**: **M**anner (how), **P**lace (where), and **T**ime (when).

Direct and Indirect Object

Many declarative sentences have more than one object.

For example, “I give my friend a movie ticket.”

This sentence has both direct and indirect object.

My friend = the indirect object (ask: to whom? → the person receiving something).

A movie ticket = the direct object (ask: what? → the thing being given).

Categories of Declarative Sentences

Description	Describes a person, place, or thing.	**The car is red.**
State of Being	Tells what someone or something is.	**My sister is happy.**
Present Action	Tells what is happening now	**I'm driving in my car.**
Past Event	Tells about something that already happened	**We played football today.**
Future Event	Tells about something that will happen later	**We will visit Grandma on Sunday.**
Preference/ Opinion	Tells what someone thinks or feels.	**I like pizza.**
Fact	True information that can be checked.	**Ice cream melts over time.**
Negative	A statement with “not” or another negative word.	**You do not have to be perfect.**

Expanding Sentences

Expand a simple sentence using specific details.

Questions such as “When?”, “Where?”, “How?”, and “Why?” help us make a sentence more precise.

Example

Simple Sentence: A witch flies.

- **Subject:** A witch
- **Verb:** flies
- **Adverb of manner (How?):** quickly
- **Place:** through the forest
- **Time:** at night
- **Purpose (Why?):** to find her cat

Natural Sequence:

Subject + verb + how + where + when + why

A witch + flies + quickly + through the forest + at night + to find her cat.

Fronted Adverbial: At night, a witch flies quickly through the forest to find her cat.

Interrogative Sentence

It's a type of sentence used to gather information or clarify facts.

Types of Interrogative Sentences

1. YES/NO QUESTIONS: to get a short yes or no answer, start with a helping verb (e.g., can, do, is, or will).

Example:

- Is it a great toy? Is it not a great toy?
- Do you like ice cream? Don’t you like it?
- Can you draw? Can't you draw?

2. W-QUESTIONS: to ask for specific information.

The Most Important “W” Questions:

• **Who?** → refers to people
• **What?** → refers to actions
• **When?** → refers to time
• **Where?** → refers to a place
• **Why?** → refers to the reason
• **How?** → refers to the manner or condition

Example: Where is my toy? Why is the sky blue?

3. CHOICE QUESTIONS: They offer choices and ask someone to pick one. They always use the conjunction **"or"**.

Example:
Do you want coffee or tea?
Is your jacket red or blue?
Will we walk or take the bus?

4. TAG QUESTIONS: They are attached at the end of a statement to verify information.

Rule 1: Positive Statement -> Negative Tag
Rule 2: Negative Statement -> Positive Tag

Statement	**Tag Question**
She is a teacher,	isn't she?
She is not a doctor,	is she?
They play football,	don't they? (simple present)
He went there,	didn't he? (simple past)

5. RHETORICAL QUESTIONS: Refer to a question that does not need an answer. They are used to make a point or get attention.

- **Common Rhetorical Question Starters**

- Affirmative: “Isn’t it/wasn’t that ...?”
Example: Wasn't that a wonderful surprise?

- Engaging: “Who doesn’t like to ...?”
Examples: Who wouldn't want to jump into the pool right now?

- Value-adding: “What could be better than ...?”
Example: What could be better than a sunny day at the beach?

- Visionary: “Wouldn’t it be ...?”
Example: Wouldn't it be great if we did this more often?

- **Various Opening Phrases**

- Curiosity & Empathy: "Have you ever wondered..." or "What would you do if..." or “How would it be if...”

- Challenging Assumptions: "What if everything we know about... is wrong?" or "Does it surprise you to learn that..."

- Highlighting the Obvious: "Isn't it time we..." or "Who doesn't want to..."

Imperative Sentence

It expresses an order, command, request, or advice that can be affirmative or negative.

Types of Imperative (Command)

1 Command (order, instruction)
Example: Pick up your toys please. Sit down, please.

2 Request (asks for help or action politely)
Example: Help me clean up please.

3 Advice (suggests a good action)
Example: Drink more water. Take a deep breath.

4 Warning (tells someone to be careful)
Example: Wear a helmet. Be careful on the stairs.

5 Instruction (explains what to do)
Example: Click on the “File” menu. Write your name here.

Polite Expressions

It expresses a kind and respectful request by adding the word "please".

Rude: Close the door!
Polite: Please close the door!

- Modal verbs (could, would, should) make requests sound friendly too.

Example: **Could you** close the door please? **Would you** open the window please?

Various Forms of Expression

- Passive voice: Shifts the entire focus to the action or object, making the tone sound more impersonal. The structure often contains **must be** or **should be** and a past participle verb.

Examples: Phones must be turned off. Friendly words must be spoken in the hallway. Shoes must be taken off. Hands should be washed before lunch.

- Bare Infinitive Form: Uses the base form of the verb without "you," "must," or "should" to make imperatives short and easy to understand.

Example: Insert the coin. Turn left. Use a notebook. Put away the shoes. Shake before use. Sign up here. Do not disturb. Store in a cool place.

Optative Sentence

It indicates a wish, a request, or a hope, and usually starts with phrases like “I wish I could.”

Types of Optative Sentences

1. Wish (expresses a desire for something)

Examples: I wish you a happy birthday. I hope you get well soon.

2. Hope (refers to a positive expectation)

Examples: Hope you have a great day. I hope we win the game.

3. Blessing (expresses goodwill or kindness)

Examples: May you always be happy. Wish you all the best. May peace be with you.

4. Prayer (used for asking something)

Examples: Dear God, give me the energy to focus on what's important. Dear God, give me good energy and keep my heart open to your light.

5. Good luck expression (to support an event)

Example: Good luck with your project.

Common Wish Patterns

1. The “I really should” opener

It refers to a wish or strong feeling expressed with a modal verb (e.g., should, could, or would). Intensifiers (Adverbs): really, just, actually

Examples: I really should finish my homework now!
I actually should have been more careful.

2. The “If I could only” opener
It expresses a wish about a situation that is not true now. Intensifier: only

Examples: If I could only stay longer. If I could only eat pizza every day!

3. The “If I only had” opener
It expresses strong regret. It can refer to the present or the past.

Examples: If I only had a fast bike. If we only had more time! If I only had listened to Mom.

3. The “I wish I could” opener
It is used for expressing a direct wish with words like wish, hope, or want. Intensifier: really, just, actually

Examples: I wish I could skip math class today. I wish I could fly like a bird. I wish I had done my homework.

Exclamatory Sentence

A type of statement that expresses strong emotions.

Examples of Exclamatory Sentences

- **Surprise**: "What a beautiful day!"
- **Excitement**: "I can't believe it!"
- **Frustration**: "How careless you are!"
- **Joy**: "What a nice surprise!"

.

Examples: How exciting! That was really, really good! I'm so happy! I'm very pleased! What a wonderful thing! What a nice surprise! Isn't that amazing!

Intensifiers - Adjectives or adverbs that strengthen or weaken the meaning of other words.

Common examples: absolutely, completely, totally, super, deeply, highly, really, so, incredibly, truly, unbelievable, extremely, quite, slightly, a bit

Adverb-Adjective Combination: so excited, really happy, deeply grateful, super easy, truly amazing, really good, totally surprised, absolutely perfect, truly special

Types of Exclamatory Sentences

1 Happiness, Excitement & Celebration

These phrases show joy, victory, pride, or happy satisfaction.

Exclamatory Words (Interjections)
- Happiness: Nice! Wonderful! Lovely! Great!
- Excitement: Yes! Woo hoo! Yippee! Awesome! Crazy!
- Celebration: Hooray! All right! Fantastic! Excellent!
- Pride/Satisfaction: Perfect! Amazing! Well done!

Exclamatory Sentences
- Happiness: I like that! That's very nice! That feels so good!
- Excitement: Wow, that's amazing! This is so exciting! That's awesome! That's an absolute scream!
- Celebration: What a great moment! Let's celebrate! For a beautiful time together!
- Pride / Satisfaction: Yes, that's perfect. I'm so satisfied!

2 Surprise & Wonder

These phrases show disbelief, curiosity, or sudden discovery.

Exclamatory words (Interjections)
- Wonder: Wow! Ah! Aha! Oh my god!
- Surprise: Oh! Really? What?! Oh my goodness!

Exclamatory Sentences
- Surprise: I can't believe it! What a surprise! Really? Are you sure?
- Wonder: That's unbelievable! Wow! I'm blown away! That's fascinating! That's mind-blowing!

3. Pain, Disgust & Fear

These phrases show physical hurt, disgust, or fear.

Interjections: Pain: Ouch! Disgust: Ew! Fear: Ugh! Ahh!

Exclamatory Sentences - Pain: Ouch, that hurts! I need a break! Disgust: Ew, that's nasty. I can't look. How disgusting! Fear: Watch out! Danger! I'm really scared!

4. Anger & Frustration

These phrases show anger, frustration, irritation, or being fed up.

Exclamatory Words (Interjections) - Aaah! Come on! Oh no! Seriously?! Not again! No way! Stop! What?! Why now?!

Exclamatory Sentences - That’s annoying! I can’t believe this! I’ve had enough! That’s too much! Are you kidding! That’s just wrong! This is absolutely terrible! That's it — I'm out!

5. Sadness and Grief

These phrases express sadness, grief, sorrow, or emotional pain.

Exclamatory Words (Interjections) - Ah, no! Oh no!

Exclamatory Sentences - It doesn't matter anyway. I’m feeling low. I’m not myself right now! This is so sad! My heart feels heavy.

Compliments & Appreciation

These phrases express genuine praise, admiration, or appreciation for people, things, or experiences.

Exclamatory Words (Interjections)

- General Praise (Expressing appreciation): Nice! Beautiful! Lovely! Timeless!

- Admiration (Showing deep amazement): Wow! Impressive! Amazing! Breathtaking! Legendary!

- Approval (Validating successful performance): Perfect! Excellent! Spot on! Outstanding!

Exclamatory Sentences

- General Compliments: Well done! I'm really impressed! I really love it! That's beautiful!

- Music: That sounds amazing! What a great song! I love this song! That's so catchy!

- Products: Well done! Great product! Excellent quality! Beautiful design! Really easy to use. I like it.

- **Travel / Experiences:** What an amazing place! That was so much fun! Best vacation ever!

- Sports Achievements: What a great performance! That was incredible! Well done! It was amazing! That was really breathtaking!

Using Sentence Types in Everyday Life

A good way to practice grammar is to combine various sentence types with one topic.

Reading a book

Statement: I'm reading an exciting book.
Question: What is this book about?
Invitation: It's time for a good book!
Wish: I hope I like this book.
Exclamation: Now I want to know!

Listening to Music

Statement: I listen to music every day.
Question: What kind of music do you like?
Invitation: Let's find a good song now!
Wish: I wish I could find my new favorite song.
Exclamation: Wow, this sounds amazing!

Riding a Bike

Statement: I'm riding my bike.
Question: Would you like to come with me?
Invitation: Let's go for a bike ride.
Wish: I hope it doesn't rain.
Exclamation: What a fun ride!

Simple, Compound & Complex Sentences

Sentences are built using clauses, groups of words with a subject and a verb. They are categorised as simple, compound or complex based on how the clauses are combined.

Simple Sentences

A simple sentence contains one independent clause (a single complete thought with a subject and a verb). It has no dependent clauses.

Structure: Subject + Verb (Complete Thought)

Example: I finished my homework.

Compound Sentences

A compound sentence contains two or more independent clauses joined by a coordinating conjunction like **and, but, so, or** (FANBOYS).

Structure: Independent Clause + Conjunction + Independent Clause

Example: I finished my homework **and** I watched TV.

Complex Sentences

A complex sentence has one independent clause and at least one dependent clause. A dependent clause starts with a subordinating conjunction (like because, although, since, when, if) and cannot stand alone.

Structure: Independent Clause + Dependent Clause

Example: I watched TV **after** I finished my homework.

Simple to Compound Sentence

Step 1: Start with a simple sentence.

Example: She cared for the plants.

Step 2: Add a second complete thought (another subject + verb that can stand alone).

Step 3: Join them with a comma + coordinating conjunction (and, but, so, or) or a semicolon.

Compound: She cared for the plants, **and** the flowers grew well.

Simple to Complex Sentence

Step 1: Start with a simple sentence

Example: She cared for the plants.

Step 2: Add extra information using a subordinating conjunction (because, although, since, when, if).

Step 3: Place the dependent clause before or after the main clause (use a comma if it comes first).

Complex: She cared for the plants **because** they should grow well.

Subordinate Clauses

A subordinate clause adds more information to a sentence and depends on the main clause. It is often separated by a comma.

Types of Subordinate Clauses

Adverbial sub-clause: provides additional information and answers W-questions.

Subject sub-clause: replaces the subject of the main clause.

Object sub-clause: replaces the object of the main clause.

Infinitive clause: uses the base form of a verb, usually with 'to' (or without).

Relative sub-clause: provides further information about a noun in the main clause.

Adverbial Sub-Clause

It expresses when, where, why, how, or under what circumstances an action takes place.

Adverbial Clause Conjunctions

The “when” clause (time) → when, while, before, after, as soon as, until, since

The “why” clause (reason) → because, since, as

The “if” clause (condition) → if, unless, provided that, in case

The “what for” clause (purpose) → so that, in order to

The “so that” clause (result) → so that, such ... that

The “although” clause (contrast) → considering, although, even though, though, whereas, while

The “how” clause (manner) → as, as if, as though, by (doing), in that

The “where” clause (place) → where, wherever

The “instead of” clause (contrast) → whereas, while, instead of

Building Long Sentences Naturally

In real conversations, it is usually **easier to start with a complete main clause** and then **add extra information** using conjunctions or short phrases.

Example:

Main Clause	**Conjunction**	**Adverbial Clause**
She knows	when	the movie begins.
We go home	after	the sun had set.
Wait here	until	they come back.
Tell me the way	how	to get there.
I know the reason	why	he said so.
She will improve	if	she keeps practicing.

Example: Expansion with all Clause Types

Main clause: We are driving on the highway...

- Time (when?): ... **while** listening to music... **as soon as** everyone is ready... (**after what?) after** we finish talking.

- Reason/Cause (why/what caused this?) because we have a meeting.

- Condition (only if what?): ... **if** the traffic isn't too heavy... **unless** there's a traffic jam ahead.

- Purpose/Intention/Wish (to do what? for what?): ... **so that** we get there on time... **in order to** save time.

- Result/Outcome (what happens then?): ... **so that** we will actually arrive early.

- Concession (despite what?): ... **considering that** we could also fly... **though** traffic is quite busy... **even though** we are tired.

- Manner (how/in what way?): **as if** we know the way... **as though** nothing happened... **by** following the GPS.

- Place (where?): ... **wherever** the road is open.

- Contrast (instead of what?): ... **instead of** taking the local roads... **while** other people are flying.

The “When” Clause: Time

It is a subordinate clause that explains when something happens.

Questions: When does it happen? What happens first? What happens at the same time? What happens next?

Time Conditions

1. Same Time (Concurrency)
The action in the **subordinate clause (SC)** happens **at the same time** as the action in the **main clause (MC)**.

Timeline

MC ———————
SC ———————

WHEN → refers to a specific moment in the MC.
AS/WHILE → shows two actions at the same time

Examples:
Everyone stood up **when** the bell rang.
I listened to music **while** I did my homework.
We smiled **as** we walked into the classroom.

2. Earlier Than (Precedence)
It refers to one action happening before another.

Timeline

MC ——▶	
	SC ——▶

BEFORE → refers to a sequence: first MC, then SC.
UNTIL → the MC continues up to the action in the SC.
BY THE TIME → indicates that the MC is completed before the SC occurs.

Examples:
We finish the project **before** we play games.
I brush my teeth **before** I go to bed.
We waited **until** the rain stopped.
I'll finish **by the time** you come.

3. Later Than (Succession)
It refers to one action happening after another.

Timeline

SC ——▶	
	MC ——▶

AFTER → refers to a sequence: first SC, then MC.
AS SOON AS → indicates that the MC happens immediately after the SC.
ONCE → refers to the moment after the action in the SC is completed.
SINCE → indicates that the MC continues from the time in the SC.

Examples:
We went outside **after** the lesson ended.
I checked my answers **as soon as** I finished.
The game is easy **once** you learn the rules.
I have enjoyed reading **since** I joined the library.

The “Why” Clause: Reason

It refers to the cause of an action or event. It is used to explain the cause or reason for an action.

Cause — It shows why something happens.
Effect — It shows what happens because of it.

Questions: Why does this happen? For what reason? What is the cause?

Main clause	**Reason**
We stayed inside	because it was raining.

If the clause explains the reason, it is an adverb clause of reason.

Types of Cause

There are four common ways to express reason:

- Direct Cause (because)
- Known or Obvious Cause (since)
- General Cause (as)
- New Situation or Changed Cause (now that)

Common Openers

BECAUSE→ gives the main reason. (direct cause)

Examples: We walked because traffic was heavy. I drink something **because** it is hot outside.

SINCE → refers to a reason that is already known. (obvious cause)

Example: Since you are ready, we can start. Since it is quiet, I can read. Since it’s getting late, we should go home.

AS →gives a reason, often at the start of a sentence. (general cause)

Examples: As it was late, we went home. As the bus arrived, we stood up. As the door opened, we walked in.

NOW THAT → refers to a new situation. (changed cause)

Examples: Now that it's Friday, I'll watch a movie. Now that I'm ready, I'll try the recipe. Now that homework is done, I can play outside.

The “If” Clause: Condition

It indicates that something happens only if something else happens first.

Questions: Under what condition? When will it happen? What must happen first?

If the action depends on a condition, it is a conditional clause.

Main clause	**Condition**
We will play outside	if the weather is nice.

Common Openers

IF/WHEN → indicates that something may happen.

Examples: I'm happy if you're happy. She reads the book when she's bored. He asks if he doesn't know.

UNLESS → refers to an exception.

Examples: We will play unless it rains. They will walk unless it is too far. We're late unless we run.

PROVIDED (that) → indicates that something must happen first.

Examples: You can play provided you finish your homework. I take a photo provided that you smile.

AS LONG AS → refers to a continuing condition.

Examples: I read as long as it's quiet. We stay outside as long as it's sunny. He will practice as long as he enjoys it.

IN CASE → refers to a possible future situation.

Examples: I take an umbrella in case it rains. I save recipes in case I want to cook. I bring a raincoat in case the weather changes.

The 4 Main Types of Conditionals

1. The "Always-True" Sentence (facts and habits)
Structure: If + Subject + Present Simple, + Subject + Present Simple

Example: If you heat ice, it melts.
I feel happy if I play outside.

1. The "Future-Plan" Sentence (possible future events)
Structure: If + Subject + Present Simple, + Subject + will + Base Verb

Example: If you try, you will improve quickly.
If it’s sunny, we will go swimming.

3. The "Daydream" Sentence (imagined situations)
Structure: If + Subject + Past Simple, + Subject + would + Base Verb

Example: If we had bikes, we would ride together.
If I had wings, I would fly high.

4. The "If-I-had" Sentence (unreal past situations)
Structure: If + Subject + Past Perfect, + Subject + would have + Past Participle

Example: If I had studied, I would have passed.
If he had tried, he would have succeeded.

The “What-for” Clause: Purpose

It explains the goal or intention of an action.

Questions: For what? What is it for? Why is the action done?

If the clause shows an intention, it is a purpose clause.

Main clause	**Purpose**
We left early	so that we arrived on time.

Common Openers

IN ORDER TO → shows the goal in a more formal way.

Examples: She wears glasses **in order to** see clearly. We leave early **in order to** avoid traffic. I ask a question **in order to** learn better.

TO → shows the goal in a short, simple way.

Examples: We practice **to** get better. She paints **to** be creative. She reads **to** learn new things.

The “So … that” Clause: Result

It explains what happens because of something.

Questions: What happened because of this? What was the result? What did this cause?

If the clause shows a consequence, it is a result clause.

Common Openers

SO THAT → shows the result of a specific quality.

Example: The movie was **so** good **that** I watched it three times. We were **so** excited **that** we started cheering. We clean the table **so that** it looks nice.

SUCH THAT → shows the result of a specific thing.

Example: It was **such** a hot day **that** no one wanted to go outside.

TOO…TO → Shows that something was impossible

Example: I arrived **too** late **to** see the first song.

ENOUGH…TO → Shows that something was possible

Examples: I had **enough** time **to** listen to my favorite song. I was old **enough to** play the new video game.

SO MANY/SO MUCH + THAT → shows a large amount causing a result.
Examples: We took **so many** photos **that** my phone filled up. I had **so much** fun **that** I want to go back.

Important: Purpose or Result?

Do not confuse **so that** with **so … that**.

Purpose: planned goal

We wake up early **so that** we can catch the bus.
→ Waking up early is the planned goal. (Purpose)

Result: actual consequence

We got up **so** early **that** we could catch the bus.
→ Getting up early causes the actual result.

Easy rule

so that = purpose or goal **so … that** = result or consequence **such … that** = result or consequence using a noun phrase

Note: If "so that" can be replaced with "in order to," then it is always used for a specific purpose.

The “Although” Clause: Contrast

It shows that something happens despite a difficulty or contrast.

Questions: Despite what? In spite of what? Even if what?

Main Clause	**Concession**
We play	even if it rains.

Opener

DESPITE → refers to a difficulty or obstacle.

Examples: He smiled despite the rain. He slept despite the noise. She passed despite having no practice.

ALTHOUGH→ shows contrast with a full clause.

Examples: I like school, although Monday is boring. We walked although it was far.

EVEN IF → shows that the result stays the same.

Examples: Even if it rains, we go. I'll finish even if it takes longer. Even if he is small, he can win.

Note: The concessive clause is a statement that goes against the action in the main clause.

The “How” Clause: Manner

It explains how something happens or how something is done. It is used to describe the manner of an action.

Questions: How is it done? In what way?

If the clause describes the way of an action, it is a clause of manners.

Main Clause	**Clause of Manner**
He fixed the bike...	...how his brother told him.

The 4 Types of "How" Clauses

1. Method: By + -ing
Shows the method used to make something happen.
Question: How do you make it happen?

Conjunction: by + verb-ing

Examples: He solved it **by** thinking carefully. She stays calm **by** breathing slowly. They get there **by** doing this.

2. Comparison: LIKE, THAN, AS IF
Shows if two things are the same, different, or just made up. **Question**: Is it similar, different, or imaginary?

Conjunction: like, than, as if, as though

Examples: She laughs **just like** her best friend. (Same) The concert was better **than** I expected. (Different) He acts **as if** he's never done it before. (Imaginary)

3. Limit or Condition: AS FAR AS, AS MUCH AS
It puts a limit, amount, or condition on a statement. Question: How far is this true? Under what condition? Conjunction: as far as, as much as, as long as

Examples: As far as I know, admission is free. We support the school project **as much as** we can. They will improve **as long as** they practice.

4. Alternative Action: WITHOUT, INSTEAD OF
Shows something that did not happen at the same time. **Question**: What didn't happen? What happened instead?

Conjunction: without, instead of, rather than

Examples: She explained everything **without** anyone needing to ask. He reads **instead of** listening to music. He walked home **rather than** taking the bus.

The “Where” Clause: Place

It is used to show where something happens, where something goes, or where something comes from.

Questions: Where does it happen? Where does it go? Where does it come from?

Main Clause	**Clause of Place**
Birds are singing	where the tree grows.

Opener

WHERE → shows a place.

Examples: Sit where the light is bright. She knows where to go. Birds are singing where the tree grows.

WHEREVER → refers to any place.

Examples: He reads wherever it's quiet. She practices wherever she can.

WHERE TO → refers to a destination.

Examples: I know where to sit. I forgot where to look. We plan where to travel.

WHERE FROM → shows the starting place.

Examples: We asked where it came from.

The “Instead-of” Clause: Contrast

It indicates an opposite or contrasting fact and
is used to compare people, actions, or situations.

Questions: In contrast to whom/what? What is the difference?

The clause shows opposition or replacement.

Common Conjunctions

WHILE→ refers to a simultaneous contrast.

Examples: He reads a book **while** she listens to music.
He drinks coffee **while** she drinks tea.

WHEREAS→ compares two different things. (formal compare)

Examples: The train was on time, whereas the bus was late. He likes cats, whereas she prefers dogs.

INSTEAD OF → shows a replacement.

Examples: He asked instead of guessing. I’m drinking tea instead of coffee today.

Subject clause

It is a dependent clause that replaces the subject in the main clause.

Main clause: [The pizza maker] is finally here now (predicate + location).

Subject clause: [Whoever makes pizza] is finally here now (predicate + location).

How to recognize a subject clause

It is recognized by locating the main verb of the sentence and asking who or what is doing that verb.

Example: What you made today looks amazing. → Who or what looks amazing? → What you made today → That is the subject clause.

Common Openers

THAT/WHETHER → It refers to a fact, a statement (that), or a choice (whether).

- Instead of: Your question is really helpful. **Rather**: That you ask this question is really helpful.

WHO/WHOEVER → refers to a person or any person who performs the action.

- **Instead of:** Any fantasy fan will enjoy this book. **Rather**: **Whoever** loves fantasy will enjoy this book.

WHAT/WHATEVER → It refers to a thing, an action, or an idea. It indicates any object or event that occurs.

- Instead of: Her words are important. **Rather**: **What** she said is important.

WHICH/WHICHEVER → refers to a thing or choice (which) or any choice (whichever).

- Instead of: Your chosen path will be a great adventure. **Rather**: **Whichever** path you take, it will be a great adventure.

WHERE/WHEREVER → refers to a place or any place.

- Instead of: Any meeting point will be fine. **Rather**: **Wherever** we meet will be fine.

HOW → refers to a way or a method in which an action is performed.

- Instead of: Her method was amazing. **Rather**: **How** she made it was amazing.

Subject Clause Replacement Test

1. FIND the clause at the beginning of the sentence.
2. REPLACE it with “it” or “that.”
3. CHECK - Does the sentence still make sense? If YES, it's a subject clause!

Example:

That you ask great questions shows that you are interested. → It shows you are interested.

That you dream big is exciting. → That is exciting.

That you try new things is beautiful. → It’s beautiful.

Object clause

The object is the person or thing to which the verb refers. It is used to express more detailed information.

How to recognize an object clause

It is used after verbs of speaking, thinking, feeling, or knowing (such as know, think, say, hope, or choose).

The sub-clause always contains a subject and a conjugated verb and answers the question "what?".

Example: I think it will rain tomorrow. → What do you think? → It will rain tomorrow → That is the object clause.

Common Openers

THAT → Used after verbs of thinking, saying, showing, or feeling.

- Instead of: I know the game is fun. **Rather**: I know that it's going to be fun.

IF/WHETHER → Used when reporting a yes/no question or expressing uncertainty.

- Instead of: She asked about the bus times. **Rather**: She asked if the bus was on time.

- Instead of: Instead of: I wonder about tomorrow's weather. **Rather**: I wonder **whether** it will rain tomorrow.

WH-WORDS → Used to report open-ended questions about facts, people, reasons, or methods.

- Instead of: He explained the big event. **Rather**: He explained **what** happened yesterday.

- Instead of: He explains how much he loves manga. **Rather**: He explains why he loves reading manga so much.

- Instead of: They showed us the way. **Rather**: They showed us **how*** to get there.

*It's one of the wh-words, even if it doesn't start with “wh.”

Infinitive Clause

It is a clause that uses an infinitive (to + base verb). It answers questions such as: To do what? Why? For what purpose?

Infinitive clauses often begin with “to” and indicate purpose, intention, or result.

The subject of the sentence is the person **who** is speaking or acting (She needs something), and the **infinitive clause** (to learn English) indicates **what** they are going to do.

Common Openers

TO ... → expresses a goal or intention
Example: We're cleaning up the room to make some space.

WITHOUT → indicates a missing action
Example: She learned the song without reading the sheet music.

INSTEAD OF/RATHER THAN → indicates an alternative
Example: We’re cooking together instead of ordering something.

Descriptive Clause

A descriptive clause follows a noun and tells us more about it. It answers: What kind of thing? or What kind of subject?

There are three main kinds:

1 Relative Clause → Describes the noun. (Can use which)
3 Infinitive Clause → Shows the purpose of the noun. (Uses to + verb)
2 Apposition → Explains the noun. (does not contain inflected verbs)

Relative Clause

A relative clause describes, identifies, or limits a noun. It comes directly after the noun.

Common Openers: who, which, that, whose, where, when

Example: The book **[that I read]** is interesting.

Defining vs. Non-Defining Clauses

These two clause types determine proper sentence structure and punctuation.

Defining (Essential): Gives essential information about the subject and uses no commas.

Example: The picture **that you made** looks awesome. This is the new bike **that I want.**

Non-Defining (Non-Essential): Provides extra information that is **not strictly needed** to understand the subject and requires commas.

Examples: My brother, **who is tall**, plays basketball. My shoes, **which** are new, feel great.

Main Positions of Relative Clauses

In the middle of the sentence - The bike [that I want] looks amazing. → embedded

At the end of the sentence - I like the book [that you sent to me]. → end-position

Choosing the Right Relative Pronoun

The term used to start the clause depends on the modified noun.

Who: For people (subject) → The teacher **who** smiled...

Which: For things & animals → The movie, **which** I watched...

That: For people & things (essential info only) → The book **that** I read...

Whose: For possession (whose) → The player **whose** shoes are green...

Where: For places (where) → The room **where** I do homework.

Infinitive Clause (to + verb)

Instead of a starter word like "who," we use "to + verb" to describe the noun's purpose.

Example: Her plan **to go on a trip** was well-received.
We're excited about his idea **to go to the theater!**

Apposition

It's an attachment that provides additional information about a noun.

Example: Mr. Smith, my brother's teacher, is very nice.

Apposition → my brother's teacher

Note: An apposition does not contain an inflected verb.

Relative clause: My mother makes a pizza which always **looks** amazing.

Apposition: My mother makes a pizza, the best food in the world.

Direct and Indirect Speech

Direct speech repeats the exact words someone said, placed inside quotation marks. Indirect speech reports what someone said without using their exact words.

Direct Speech

How to Recognize It

It uses quotation marks (" "). It includes a reporting verb (said, asked, told). It keeps the speaker's original words unchanged.

Structure: Subject + reporting verb + "exact words" Reporting Verbs Used

- said – reports a statement
- asked – indicates a question
- shouted – shows strong emotion
- whispered – indicates quiet speech
- replied – shows a response

Position of Direct Speech - Direct speech can appear at the start, middle or end of a sentence.

1. "Now I know it," he said. (at the beginning)
2. "Can I" he asked, " play outside?" (in the middle)
3. He said, "I found my blue socks.!" (at the end)

Indirect Speech

How to Recognize It

It has no quotation marks. It uses a conjunction to connect the reporting verb to the reported words.

The tense typically shifts back (backshift). Pronouns change to match the new speaker's perspective.

Structure: Subject + reporting verb + conjunction + reported clause

Key Conjunctions in Indirect Speech

that: introduces a reported statement.
if/whether: introduces a question.
wh- words: refers to details

Examples

1. She said **that** she loved pizza.
2. Mum said **that** dinner was ready.
3. Tom asked **if** he could play outside.

Tense Backshift Table- This table shows the change from direct to indirect speech.

- is / am / are → was / were
- say / do / have → said / did / had
- will → would / can → could

Essential Phrases

Small Talk

- Q: Hello! What's your name?
A: Hi, my name is Anna. Nice to meet you.
- Q: Hello! How are you today? A: Fine, thank you.
- Q: Where are you coming from?
A: I am from Italy. I live in London.
- Q: How old are you? A: I am twenty-five years old.
- Q: What are you doing?
A: Nothing special. / I am working on a project right now. / I am just watching TV. / I am learning something new today. / I am listening to music. / I am reading a good book. / I am cleaning up my room.
- Q: Where are you going?
A: I'm going to get some coffee. / I'm going back home now. / Nowhere special, just walking around. / I have an appointment. / I have a meeting.

Introducing Yourself

- Let me introduce myself. My name is David.
- I work in an office. / I am a student.
- I live with my family. / I live alone.
- I like reading books. / I enjoy playing football. / I love listening to music.
- Nice to meet you all.

Daily Life

- I get up at seven ten AM.
- I brush my teeth and take a shower.
- I have breakfast at seven thirty AM.
- I go to work at eight thirty AM.
- I come home early at four PM.
- I cook dinner at six PM.
- I watch TV at six forty five PM.
- I read before bed.
- I go to sleep at ten PM.

Eating out

- Can I see the menu, please? / Do you have a table outside?
- I'm a vegetarian. I don't eat meat.
- I would like the **[chicken / beef / fish / salad / vegetables / fruit / bread / noodles / rice]**, please.
- Can I get this without **[onions]**, please?
- We need two more minutes, please. / Can I have some more water, please?
- Everything is great, thank you. / Can I have the bill, please?
- May I have a **[glass / cup / bottle]** of **[coffee / tea / juice / water / sparkling water / beer / wine]**?

Polite & Short Phrases

- Please come in. / Please sit down.
- Thank you very much. / You're welcome. / No problem.
- Excuse me. / I'm sorry.
- See you tomorrow. / See you soon. / Have a nice day. / Good luck!
- Of course. / Maybe later. / I don't know.
- That's fine. / Sounds good. / Go ahead.
- Really? / I understand. / That's great.

Shopping

Staff: How can I help you? → **Customer:** I'm just looking, thanks.
Q: Can I try this on? / Where is the fitting room?
Q: How much is this? / How much does it cost?
Q: Where can I find the **[milk / bread / water]**?
Q: Where can I pay? / Where is the checkout?
Q: Can I pay **[by credit card / in cash]**?

Asking for Help / Directions:

Q: Excuse me, where is the **[train station / bus station / restroom / toilet]**, please?
Q: How do I get to the **[hospital / supermarket]**, please? **Q:** Excuse me, what time is it?
Q: Can you help me, please? / I need help. / I am lost.
A: Take the next right turn and it is on your left.
A: Take the second street on the left.
A: Turn left at the **[post office / traffic lights]**.
A: Go straight ahead and you will see it on your left.

Making Phone Calls

Q: Hello, I am Sarah. / May I speak to John?
A: Just a moment, please. / Could you hold on a moment?
Q: Could you repeat that, please?
A: I will call you back later. / Have a nice day.

Making Decisions & Feedback

Q: We need to make a decision. / I would like your opinion.
A: That's an interesting point. / That sounds reasonable.
A: I completely understand your concern.
Q: Let's look at another option. / We should consider the alternatives.
A: There may be a better solution.
A: I appreciate your feedback. / Thank you for your suggestion.

Project Communication

Q: I'd like to arrange a meeting. / We need to discuss the project.
A: I'll reply as soon as possible. / I'll send you the details.
Q: Please confirm your registration. / Could you update the report?
A: We are making good progress. / We reached our goal.
Info: Let's review the results. / The deadline is next Friday.

Problem Solving & Progress

Q: We need to solve this issue. / We identified the problem.
A: Let's find a practical solution.
A: Everything is under control. / The situation is improving.
Info: We adapted quickly. / We learned from our mistakes.
Info: The result exceeded our expectations.

Argumentation & Reasoning

Q: What is the main reason? / How can we support this point? / Why is this important? / Why do you think so?
A: Look at the facts. / It just makes sense because it saves time.
Info: I think it’s great, but then again, it’s risky, too.
Info: That is exactly why we should do it. / Basically, it is our best option.

Expressing Opinions

Casual: I think that was the best pizza I've ever had! / If you ask me, this movie was amazing!
Formal: In my opinion, this is the best song. / As far as I'm concerned, we can try again.
General: I believe that anyone can learn to ride a bike.
Observation: The way I see it, summer goes by too fast! / It seems to me that everyone had a great time.

Making Suggestions

Proposal: Let's go to the cinema. / How about watching a movie tonight?
Option: Shall we meet at 3:00 PM? / We could also take a taxi.
Advice: It would be nice to get a map first.

Agreeing & Disagreeing

Agree: That’s true. / I agree with you. / You're right. / You've got a point.
Disagree: I don't agree. / I must disagree. / I’m not so sure about that.

Making Requests

Ask for Things: Can I have a cup of tea, please? / Could you hand me the sugar?
Ask for Actions: Would you sit down, please? / Would you mind if I close the window?
Ask for Help: Can I ask you a favor?

English Grammar

A Practical Guide to Better English

Learn the essential rules of English grammar using clear explanations and short, easy-to-understand examples.

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